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present form. The chapter on "Infancy to Manhood" is transitional, but is sound in exposition and pedagogy.

Part II treats the township in too great detail, there being thirteen chapters devoted to it. Some few years ago all that could be found in a book on Civics was a dry analysis of the Constitution of the United States, with little or no reference to the state and its various subdivisions. That the pendulum has swung to the other extreme is evident in the book under review. The author's comparison of township and county units is one of the best the reviewer has ever read (pp. 65, 66).

Part III is devoted to the village, city, and county governments. Chapter xix on "Formative Influences," has no organic relation with what immediately follows. The chapter on "Territories" does not logically belong to this division, but shows a keen insight (pp. 192-6).

Parts III and IV deal with the state and national governments, respectively—five chapters to the first, and six to the second. Here is a characteristic sentence: "The Constitution of the state is not a document conferring defined and specified powers on the legislature, but one regulating and limiting the unlimited power which it would otherwise possess." The author impresses on the reader's mind the idea that the state is a combination of counties, as, he says, the counties are combinations of townships. This is confusing, as there are states where the township does not exist. The statement grows out of the author's emphasis on the idea of local government. The state should receive more attention, as the local government units are only organs of the state.

The author makes some peculiar errors. Discussing the compromise on apportionment of representatives and direct taxes, he says that two-thirds of the slaves were counted. This should be three-fifths (p. 248). He says that the "Planting States of the South" wanted a tax on exports. This is incorrect (see Fiske, *Critical Period*, p. 264). Discussing the treaty-making power, he states that the House may act as a check (p. 255); but the reader only finds out how after reading an additional twenty pages. The section on "International Law" should be expanded. The sentence, "a Senator must have been a citizen of the United States for nine years immediately preceding his election," is wrong. The word "immediately" is not needed. A revision will entirely eliminate these inaccuracies.

The author is a lawyer and has been a superintendent of schools—unusual qualifications for writing a book on Civics. The result is a strong presentation of his subject, especially on the legal side.

JEREMIAH S. YOUNG.

STATE NORMAL SCHOOL,
Mankato, Minnesota.

Studies of Animal Life. By WALTER, WHITNEY, and LUCAS. Boston: D. C. Heath & Co.

THIS book is intended as a laboratory guide for students in secondary schools and makes no claim to being a text-book of zoölogy. A careful use of this guide will give pupils a fairly good idea of the animal kingdom. It is based on the plan of introducing the student first to the lowest, and therefore the least familiar forms of animal life, the one-celled animals, and leading him through the lower to the more complex up to the highest forms. This is the logical method of zoölogical teaching for the adult mind, but the opinions and practice of teachers differ in this particular

with immature minds. There are those who prefer studying the more familiar first and after the various forms of life in the different families of the animal world have been studied to sum up by beginning with the single-celled amoeba and tracing developmental lines to higher forms. For such teachers this book would have very little interest.

The authors say in their preface "As the title indicates, the subject-matter of this book is animal life and not animal forms, the authors' point of view being to study living animals and to interpret their activities, so far as possible, instead of compiling a series of obituaries." This is good doctrine but scarcely possible to live up to if one would give in a single year a fair knowledge of the animal kingdom. An illustration of their departure from their own principle is well shown in their excellent treatment of the starfish and sea-urchin. Some of the points studied must be shown by dead specimens. On page 40, the development of an echinoderm is taken up and the young student is asked to identify and draw (1) the egg, (2) the two-celled stage, (3) the four-celled stage, etc., up to the larva form. This study can scarcely be made by young students from the living specimens, as they are difficult problems even for adult students in the college laboratories. The wisdom of introducing these topics is not called in question, but only the assertion in the preface that the pupils are studying animal life and not animal obituaries.

We doubt if anything is gained by asking pupils of secondary schools to spend time making clay models of their idea of a cell or of an amoeba. When skill with pencil and language are such general accomplishments, expression in clay of such simple forms seems wholly unnecessary and to be a reversion to kindergarten days. Making a clay model of a sponge seems to serve no useful purpose.

To quote again from the preface "It is far more important to make naturalists of such pupils than anatomists, consequently all laboratory dissection is omitted." On page 31 we find H. Internal Structure. Anatomy. 1. In a thick cross-section of the body of the earth-worm observe" — etc.; and under 4, the directions are to use a specimen which has the dorsal body wall removed. If this isn't study of anatomy and dissection, what is it? Similar methods are pursued with the crayfish, the clam, the snail and the frog.

But in spite of the failure to carry out their principles in practice the book is a very good laboratory manual and full of good suggestions that require the pupil to do his own thinking. The different type animals studied are viewed systematically and advice for their observation given in very simple directions. It is a very good book for use by those who believe in treating the lower organisms first.

C. H. MORSS.

Medford, Mass.

The Boy Problem. A Study in Social Pedagogy. By WILLIAM BYRON FORBUSH. With an introduction by G. Stanley Hall. Chicago: Pilgrim Press, 1902. Pp. 197. Price 75 cents.

THIS new and revised edition in attractive form of a little book already favorably known will be welcomed by all interested in special work for boys and could be read with profit by many teachers of the upper grades and early high-school years.

In the life of every boy, the author points out in his preface, comes a time when his developing social instinct coupled with the rise of a spirit of independence tends to lead him away from the bounds set by home and school and causes him to seek the